



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

An Experiment in Education; also, the Ideas which Inspired it and were Inspired by it. By MARY R. ALLING-ABER. New York : Harper & Bros.

THIS is not an ordinary book, its distinguishing characteristics differentiating it widely from the traditional book on education. First of all it is based, as so few educational books are, upon a solid foundation of fact. It describes, as the title indicates, an experiment in education, an experiment, too, which was tried not in a laboratory or in a small class for a few weeks, but which covered a period of three years in a private school in Boston, and also a considerable period in the Lewis public school at Englewood, Ill. Perhaps the central idea of the experiment is that it aimed to introduce the child to the world of real learning. The child dealt with facts and objects rather than with theories and symbols. For the results in full the reader must be referred to the book itself.

The ideas which inspired the experiment and which were inspired by it are elaborated by the author after a straightforward account of the experiment itself. In the words of the author—"These ideas were by no means all appreciated and formulated when the experiment began nor during its progress. Most of them were but vaguely felt after. The one clear thing, then, was that children must be at once introduced to real knowledge, be given something worth their efforts, and treated as rational, natural human beings who ought not, even if they could, be made to greatly care for the symbols and shows of learning in the absence of the real substance, nor led to imagine that they were being mentally and morally nourished, that is, educated, when fed on chaff mainly." These ideas referred to the quality of studies, the order of studies, the effects of studies, and the ends to be served by studies. This part of the book as a whole presents a rational and well-ordered theory of education.

The third part of the book is occupied with details about the teaching of special subjects, namely, science, history, literature, English,

mathematics, industrial training, and means of expression. In Part IV there are several suggestions about the atmosphere of the school room. Method is here discussed at some length in a most sensible and helpful way. No part of the book is more in accord with modern ideas than the brief chapter devoted to the school as an environment. Those interested in child study will find the work as a whole especially suggestive, inasmuch as the method of the experiment consisted in putting the child in the proper environment. Much of the child-study work now carried on consists in studying the children under whatever environment they may happen to have. Unquestionably the effect of proper environment on children and their conduct while in such an environment is a subject of the greatest importance. The point of difficulty is, of course, what constitutes a proper environment. Part of the matter in the book has already been printed, mainly in the *Popular Science Monthly*, and not a few progressive teachers are already acquainted with the essential features of the experiment. They will be glad to have the full account of the whole experiment in this concise and clear form. The book is of a kind of which more are needed. It marks a tendency in pedagogical discussion toward dealing with the concrete and practical which it is hoped will become predominant in all our educational writings. It would be difficult to imagine a more helpful and practical piece of work than the author has given us in this monograph.

C. H. THURBER

Constructive Rhetoric.—By EDWARD EVERETT HALE, JR., Professor of Rhetoric and Logic in Union College. New York: Henry Holt & Co. 1896. Pp. xiv + 352.

THIS treatise is intended as a text-book for college students. In common with many recent writers in this field, the author of *Constructive Rhetoric* aims to get more actual writing from the student. But he has also the further purpose of stimulating study and discussion of the theory of writing. In his note to teachers, he says: "But besides the writing itself, indeed making the writing itself easier and better, there is another important matter, and that is the standpoint. The aim of this book is not only to offer a system of practice which should go along in a practical and productive order. It aims to put the whole matter in the right light. One's writing is a good deal helped by